

8 Life in the future

Will homes change in 20 years?

Lesson profile

Vocabulary	In the home
Listening	Homes of the future
Vocabulary	Key Reading and Writing Part 6
Grammar	Future with <i>will</i>
Pronunciation	<i>will</i> and <i>won't</i>
Speaking	Discuss predictions about the future

Warmer

Board crossword. Write *international* in large widely spaced letters horizontally on the board. Ask one student to come up and write a word vertically using one of the letters. For example:

i n t e r n a t i o n a l
t
r
n
s
p
o
r
t

Ask another student to add another word horizontally using one of the letters. Continue adding words horizontally and vertically until the board is a giant crossword. Then rub out all the words and see if the students can remember them.

VOCABULARY

- 1 Books closed, say to the students, *Close your eyes and listen. Come to my house. Open the front door. You are in the living room. On the left are two chairs and a table. There is a lamp on the table and a computer. On the other side of the room is a TV. There is a bookcase near the TV. Next to the bookcase is a cupboard with three drawers. Now go back, close the door, open your eyes and draw what you saw.*

The students draw and, books open, see how many of the objects are in the pictures in their book (lamp, chair, cupboard).

They match the pictures and answer the questions.

Fast finishers

The students look back at the order of adjectives in Unit 6 page 39 and think of two words to go before each picture, for example, *heavy metal washing machine*, *nice new fridge*.

Answers

- 1 washing machine – kitchen – electricity – not furniture
- 2 fridge – kitchen – electricity – not furniture
- 3 sink – kitchen / bathroom – no electricity – not furniture
- 4 lamp – living room / bedroom – electricity – not furniture
- 5 sofa – living room – no electricity – furniture
- 6 chair – living room / kitchen / bedroom – no electricity – furniture
- 7 cupboard – every room – no electricity – furniture

Extension activity

Give the students two minutes to write down by themselves as many words as they can connected with the home, for example *bath, hall, pillow*.

In groups, they then give a definition of a word for the other students to guess, for example *You open and close it. (door)*

- 2** Demonstrate by asking the students *How do you cook a pizza? Using your hands or using technology?* (using technology) *Which technology?* (you put it in the oven) *How do you eat a pizza?* (using your hands) Pre-teach (light) switch and remote control by showing them in the classroom.

The students mark each activity A or B, then compare with a partner.


Fast finishers

The students write down three more things in the home that people do using technology. Examples: *make tea, turn off the radio, clean the carpet.*

Answers

- open your front door – A
- turn on the lights – B (using a light switch)
- turn off the TV – B (using the switch or remote control)
- close the windows – A
- turn on the computer – B (using the switch)
- close the garage door – A/B (using my hands or a remote control)
- lock the car – A/B (using my hands or a remote control)

LISTENING

- 3**  **1.31** Ask the students about the pictures: *Are these houses of the past, today or the future?* (the future) *How do you know?* (There is a lot of glass and technology.) The students listen and write down the 'home' words.

Mixed ability

Give weaker the students an easier task: to listen and say who said the following, Jason (J) or Suzie (S):

I think they'll be very different (S)

in Bill Gates' house (S)

That's amazing (J)

Will furniture change very much? (J)


You can't use a phone in the studio (J)

Answers

lights, room, washing machine, heating, furniture, chairs, table, computer

Audioscript

- Jason:** Hello, and welcome to 'Dream Home.' Today we're talking to Suzie. Welcome to the programme, Suzie.
- Suzie:** Thank you, Jason. I'm very pleased to be here.
- Jason:** So, what do you think our homes will be like in the future, Suzie?
- Suzie:** First of all, I think they'll be very different from today's homes. We already use technology a lot in our houses and we'll use it more and more in the future.
- Jason:** Can you give me an example?
- Suzie:** Sure. Well, today in Bill Gates' house, the temperature, music and lights change when different visitors go into a room.
- Jason:** That's amazing. Will we all be able to do this in our homes soon?
- Suzie:** Why not? We'll also be able to turn washing machines on or off by using a smartphone or something like that. You won't have to use your hands to do it – and you won't even have to be in the house! You'll be able to do it from anywhere.
- Jason:** That's amazing! Will it work for the heating and the lights too?
- Suzie:** Yes, it will.
- Jason:** Will furniture change very much, do you think?
- Suzie:** No, it won't. Chairs and things like that won't look very different. And you can't use a smartphone to talk to a table! But you'll probably have a table with a computer inside it, so you can look at your photos or play games.
- Jason:** So will our homes be more like ones we see in movies about the future?
- Suzie:** Yes, they will.
- Jason:** And, finally, will our homes look different on the outside, too?
- Suzie:** Oh yes. Perhaps that'll be the biggest change. I'll put some pictures of the houses I'm talking about on the programme website.
- Jason:** Yes, sure. Er ... excuse me, Suzie, but you can't use a phone in the studio.
- Suzie:** Oh sorry. I'm just looking in my fridge to see if I need to buy some food on the way home.
- Jason:** By smartphone?
- Suzie:** Yes. I can do that already!

- 4  1.31 Books closed, write *outside of houses, tables, chairs* on the board and see if the students remember what Suzie said will happen to them.

Books open, the students check with the sentences.

Play the recording again for the students to order the information.

Answers

a 5 b 4 c 1 d 3 e 2

Extension activity

The students write down three more things that smartphones will do in the future, for example *We will buy everything by smartphone.* They compare and discuss.

Get talking!

See Student's Book page 131.

Answers

- 2 The topic is 'saving water'. Gemma has more ideas.
3 1 First of all, 2 Why not? 3 all kinds of 4 including
5 Finally, 6 or something like that 7 It's a shame that
8 Never mind.

1.32 Audioscript

- Carl:** Hey, Gemma, have you got any ideas for our talk yet? It's tomorrow, isn't it?
- Gemma:** Yes, it's tomorrow, Carl. I've got a few ideas. Have you?
- Carl:** No, not yet. But tell me about yours.
- Gemma:** So, the topic we chose was saving water, right?
- Carl:** Yes.
- Gemma:** So, here are my ideas. First of all, let's ask everyone how much water they think their family uses every day. We can write their answers on the board. Then maybe we should say what an average house really uses. What do you think?
- Carl:** Yeah, why not? Do you know what the answer is?
- Gemma:** Of course! After that, we can talk about all kinds of ways we use water in the house, including washing up, having a shower and washing clothes. We can ask everyone to think of ideas in groups about how to use less water.
- Carl:** This all sounds great to me, Gemma. Go on.
- Gemma:** Finally, everyone can write a list of ways of saving water, or something like that. What do you think?
- Carl:** I think our talk's ready!
- Gemma:** It's a shame that you haven't got any ideas, Carl!
- Carl:** Never mind. I don't need any. Yours are perfect, Gemma!

VOCABULARY

Prepare for Key for Schools

Reading and Writing Part 6

Task description

Students read descriptions of five words and write the correct word. The words will all be on the same topic.

Exam tips

Tell the students that the exam instructions and the example will tell them what the topic is. The words must have exactly the correct number of letters and must be spelled correctly. Some words may be plural. Students should look out for clues such as *this/these* and *it/they* in the definition, which tell them whether the word is singular or plural.

→ See Exam Profile 2, Student's Book page 123.

- 5 To demonstrate, write f _ _ _ _ on the board and say *This is in the kitchen. It keeps food cold.* (fridge)

Fast finishers

Fast finishers write two more descriptions of house words for the other students to guess.

Answers

1 shower 2 desk 3 shelves 4 walls 5 armchair

GRAMMAR Future with *will*

- 6 Write these two sentences on the board:
Jason is meeting Susie at six o'clock tomorrow.
Homes will be very different in the future.
Ask the students *Are they about the past, present or future?* (future) *We studied the first future form in the last lesson. When do we use it?* (for plans and arrangements) *Is 'will' the same?* (No) *Why not?* (It is a prediction, not a plan; we can't be sure.)

The students then look at the examples and complete the rules.

Language note: *will* is the most common way of talking about the future; *shall* for a future meaning is now very rare, except in suggestions (*Shall we go ...?*); *will* is common after words like *think*, *hope* and *sure* that show your opinion about the future; the contraction *'ll* is mainly used after pronouns, *it'll be difficult*.

Answers

1 without 2 don't use 3 subject 4 don't 5 will not / won't

Alternative presentation

Invite a student to the front of the class. Ask her to give you her hand. Look at it and pretend to read her fortune. Make some predictions, for example *You'll have a very long life.* *Next year will be lucky for you.* *Don't go to the party on Saturday – it won't be fun.*

See if the class can remember all the examples of *will* and *won't* you used, write them on the board and explain that *will* is used when making predictions about the future. The students then do Exercise 6.


→ Grammar reference Student's Book page 154

Corpus challenge

Answer

I will / I'll see you in front of the museum at 3 pm.

PRONUNCIATION *will* and *won't*

- 7  1.33 Books closed, the students listen and write down the four sentences. Books open, they check, then listen and repeat.

Language note: the students will probably have two problems – the rounded /w/ sound and the 'dark' /l/ sound in the contraction *'ll*; for /w/, exaggerate the rounding of the lips when you drill *will* and *won't*; for *'ll*, ask the students to compare the two /l/ sounds in *little*, the second is the sound in *'ll*, the tongue being curled up further back in the mouth.

- 8 Ask the students what year it will be in five years' time. Give some examples of what you, your family and friends will and won't do then. For example:

I won't be your teacher.

You will all be at university.

I think my youngest daughter will learn the piano.

Arrange the students in pairs to make at least one sentence with *will* and one with *won't* for family, friends, class and themselves.

You could repeat this activity, but this time for 10 years in the future.

Extension activity

Tell the students to write down their predictions, put them in an envelope safe at home, and open the envelope in five years' time. See what came true!

SPEAKING

- 9 Ask the class, *Do you think children will study at home one day? They won't come to school?* If someone agrees, ask *When? In the next five years or within the next 30?* They then do the quiz individually.
- 10 Arrange the class into groups of three to compare and discuss their answers. To vary the activity, get the students to change groups after they have discussed the first four questions and discuss the second three with different students.

Cooler

Write these tongue-twisters on the board and get the students to repeat them.

Wayne won't want to walk to work in wet, windy weather.

What will we wear on Wednesday when we welcome the winners?

We'll wash your watch with warm water while you wait.

Then get the students to make their own tongue-twister using the /w/ sound.

What will we write?

Lesson profile

Reading	Three amazing time capsules
Speaking	Choose what to put in a time capsule
Vocabulary	Words with two meanings
Writing	A message for a time capsule; <i>too, as well, also</i>

Warmer

Tell the students you are from the year 2050. Get them to ask you questions about the world in 2050. For example *Do people still watch TV?* Write some categories on the board, for example *houses, food, school, work, towns*, to give them ideas for questions. Once they understand, they do the same in pairs.

READING

- 1 Tell the students *You have a time machine. Do you want to go to the past or the future?* Get the students to discuss when and where they would travel in time.
Books open, ask the students to describe the pictures and say what a time capsule is. Give them one minute to check their ideas with the text.

Answer

A time capsule is something with objects and information for people in the future. People hide them, or bury them, or send them into space.

- 2 Give the students two minutes to locate the pictures and match them to the paragraphs.

Answers

Picture 1 is the time capsule from Japan (paragraph C).
Picture 2 is the time capsule from the Moon (paragraph B).

Cultural background

In Japan, Panasonic and The Mainichi Newspapers buried two identical time capsules in celebration of the Japan World Expo 70 event. The first capsule was to be opened in the year 2000 (this happened) and every century after that. The lower capsule was to remain buried for 5,000 years.

- 3 Pre-teach *bury* (to hide something in the ground). Ask some questions and get the students to answer 'the Moon', 'Japan' or 'the USA' for example, *Which time capsule has more than one part?* (Japan) *Which time capsule has the most things in it?* (the USA)
Give them five minutes to read and answer the questions.

Mixed ability

With a weaker class, give the students a matching task before Exercise 3. Write these numbers on the left of the board and this information on the right.

2	objects
73	spaceship
5,000	man on the moon
04.07	opening date
1969	capsules
11	messages

They must match the number and information in the text: 2 capsules, 73 messages, 5,000 objects, 04.07 opening date, 1969 man on the moon, 11 spaceship

Answers

1 B 2 C 3 A 4 B 5 A 6 C

- 4 Tell the students to say what is interesting about each of the capsules before they decide which is the most interesting. See if all the class agree on which is the most interesting capsule.
- 5 Ask the students *Who wrote a letter?* (a Japanese student) Tell them to discuss what it might have said in pairs and then compare their ideas with the letter on Student's Book page 136. (This discussion also serves as a way of gathering ideas for Prepare to write.)

About you

- 6 Tell the students that your time capsule will have in it an apple, a shoe, and a joke. Get them to guess why and then give them your reasons:
an apple because people in the future probably won't eat real food, there will be food tablets;
a shoe because it will show how tall people were (people will be much taller in the future);
a joke so people can see what was funny for us.
Each student makes a list of three things for the time capsule. Then, in groups of four they choose eight things and explain why their objects are important. Each group presents their time capsule to the class. The other students listen and guess why each thing is important.

VOCABULARY

- 7 Ask the students to read the two sentences in their book. Say *In which sentence is 'letter' the same as 'message'?* (the second) Write *hello* in tiny letters on the board.
Check that the students know both meanings of each word by asking questions, for example *What is a small clock?* (watch) *An apple is a of fruit.* (kind) *What do you do if you want tickets?* (book them)

Answers

- book i) *noun*: something you read ii) *verb*: to arrange in advance (from Unit 3)
- kind i) *adjective*: nice ii) *quantifier* with *of*: type/sort
- letter i) *noun*: message/note ii) *noun*: part of the alphabet
- picture i) *noun*: something painted or drawn ii) *noun*: photograph
- ring i) *noun*: jewellery on a finger ii) *verb/noun*: telephone (often to give someone a ring)
- watch i) *noun*: clock on your hand ii) *verb*: to look at

8 The students complete the sentences.

Answers

- 1 ring 2 picture 3 kind 4 watch 5 book 6 kind
7 ring 8 book 9 picture 10 watch

WRITING

Prepare to write

GET READY Books closed, explain that we have a time capsule from some children in 1965. Ask the students to guess three things that are in the capsule and why they are there, for example a school book from 1965 (to show what children studied then). Say that there is also a message in the capsule. The students should write down three things they think the message says.

Books open, they read Liliana's message and check their ideas, and answer the two questions.

Answers

She makes five predictions: – cities under the sea; cities on Mars; robot teachers; robot doctors; flying cars.
None of them are true now, although robotic arms are used to assist surgeons in operations.

Then draw the students' attention to the words in blue. *Also*, *as well* and *too* have the same meaning, but the word order is different; *as well* and *too* go at the end of a sentence or clause; *also* is usually at the beginning of the sentence or clause or before the main verb (after auxiliaries like *be*, *can*, *will*). They are adverbs and add extra information.

Answers

- 1 the end 2 the end 3 has

PLAN If the students need help with ideas, write some categories on the board, and ask them to think of two ideas for each. For example:

- Transport travel by bicycle / no private cars
School old people study / children teach them
Free time films 5D / fast food not popular
Home live under the sea / 100-floor flats

The students should choose about five predictions.

WRITE The students should use *will* (*not*) for predictions and make their notes into full sentences.

IMPROVE The students then correct each other's writing and make suggestions for improvements.

Project

Home crossword

The students make a crossword of all the 'home' words they have learned in this unit and Unit 4.

- First, get them to look back and write down all the 'home' words.
- Second, they should make a crossword grid with six words vertically and six words horizontally.
- Next they should write definitions for each word.
- Finally, they copy the blank crossword grid onto a piece of paper and put the clues under it.
- They exchange crosswords and complete them.

To make the task more manageable and the final result professional-looking, there are many free website resources where the students can make their own crosswords by typing in words and definitions, for example www.puzzlemaker.com

For **weaker students**, a picture crossword is an alternative or they could make a wordsearch instead.

Cooler

Play Noughts and Crosses. Draw a grid on the board.

Why	Where	What
Who	Which	When
How	Do	Did

Demonstrate by playing yourself against the class. You are X and the class is O. The students choose a square and ask you a question beginning with that question word, for example, **Where is Nebraska?**

If you get the question right (the USA), you put a X on the square.

If you get the question wrong, the class put a O on the square.

Then it's your turn to choose a square and ask a question.

Continue until you or the class have a row of three X or O, horizontally, vertically or diagonally. Once the students understand the game, they play in groups.

Teacher's resources

Student's Book

Grammar reference and practice page 154
Vocabulary list page 140

Video

Time capsule

Workbook

Unit 8 pages 32–35

Go online for

- Progress test
- Achievement test
- Video extra worksheet
- Corpus tasks